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ABSTRACT

This curriculum unit teaches students about the basic physical and political geography of Europe and introduces or reviews fundamental geographical concepts and vocabulary in a European context. The unit offers a geographic introduction to the changing map of Europe. Each of the unit's five lessons can be integrated into the curriculum where it best suits students' needs, but it is suggested that the unit be taught as a whole. The lessons are: (1) "Getting Oriented to Globes and Maps"; (2) "Countries of Europe"; (3) "The Changing Face of Europe"; (4) "Learning the Physiographic Features of Europe"; and (5) "European Climate." Transparencies, student handouts, and appendices containing conversion tables and a data bank are included. (EH)

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MAPPING EUROPE

A Curriculum Unit for Grades 6-10

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MAPPING EUROPE

A Curriculum Unit
Grades Six to Ten

Developed by

The Europe Project
Stanford Program on International and Cross-Cultural Education (SPICE)

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The Europe Project/SPICE
Institute for International Studies (IIS)
Littlefield Center, Room 14, Stanford University, 300 Lasuen Street,
Stanford, CA 94305-5013
Tel: (415) 723-1114

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The authors of *Mapping Europe* were Reinhold Steinbeck, Project Coordinator of the Europe Project, SPICE; and Christina Boston, Research Assistant.

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Unit Introduction

MAPPING EUROPE

Rationale

Mapping Europe has been designed to serve two major purposes. First, the unit teaches students about the basic physical and political geography of Europe. Second, it introduces, or reviews, fundamental geographical concepts and vocabulary in a European context.

In a world so shrunken in time and distance that we can communicate almost instantly with any other city on any continent and fly to even more corners of the world in a matter of hours, a knowledge of different places can no longer be considered a luxury. Instead, it has become a necessity. Our interdependence is now so complete that actions—be they economic, political, social, or environmental—in one world region can have immediate repercussions in another world region.

Over the past years, scarcely a day has gone by when we have not been reminded by the media of the revolutionary events which have taken place in both Eastern and Western Europe. These events released a momentum for radical change on a scale not seen in Europe for nearly half a century. The map of Europe is once again in transition. The Europe of the past 45 years has disappeared; old frontiers are re-emerging from the mists of history, and well-established national borders are under threat as populations seek to regroup themselves along ethnic lines. Even after the latest round of border alignments settle, it would be rash to conclude that the map of Europe has attained its final, definite shape.

Unit Goals

- to teach students key geographical terms that are important for communicating geographical ideas
- to introduce and reinforce students' knowledge of the physical and political geography of Europe
- to help students understand the concept of boundaries
- to teach students the interaction of climate, landform, and natural vegetation

- to improve students' understanding of location
- to develop and practice chart and map reading skills
- to provide opportunities for group work

Materials

- Overhead Projector
- Wall maps or atlases of Europe
- Textbooks

Time and Suggested Sequence of Activities

Each of the unit's five lessons can be integrated into your curriculum where it best suits your needs. However, we do recommend that you teach the entire unit as a whole. The following suggested sequence of activities will give you an idea of how the unit has been designed. While *Mapping Europe* teaches many important skills and ideas, the unit is not exhaustive.

- *Lesson One (suggested teaching time: 1 class period):*
  Through small group work, students will be introduced to key geographical terms that are important for communicating geographical ideas.

- *Lesson Two (suggested teaching time: 1 class period):*
  This lesson focuses on the political geography of Europe before the political changes began in 1989. After locating and defining Europe, students will be given map hunt clues which they, in teams, should try to answer as quickly as possible.

- *Lesson Three (suggested teaching time: 1 class period):*
  Students continue their exploration of the political geography of Europe, this time concentrating on the political changes that took place in Europe after 1989. They will be introduced to the concept of boundaries, and will define terms such as nation, state, and country. The lesson concludes with a mapping activity in which students record recent changes on the political geography of Europe.

- *Lesson Four (suggested teaching time: 1 class period):*
  As in lesson two, students will be given map hunt clues to answer, this time focusing on physiographic features of. At the end of the activity, each student will label the physiographic feature on the class map.

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- *Lesson Five (suggested teaching time: 1 to two class periods):*
  In this lesson, students will learn and use latitude and longitude to locate European capitals. By comparing the climates of certain locations in Europe, they will be able to understand how various factors affect the climates of Europe. The lesson concludes with an activity in which students create a human map of Europe.

California Model Curriculum Standards

Mapping Europe meets the following Model Curriculum Standards for World History, Culture, and Geography as adopted by the California State Board of Education:

A course should:

- develop the student's knowledge of physical and place-name geography and encourage relation of that knowledge to specific historical or contemporary events and conditions. Students should be encouraged to identify the major mountain ranges, arid regions, rivers, seas, islands, straits, etc., in order to show how they have affected the course of it's history and development in various periods.

- emphasize the relationships among cultures, topography, climate, soils, etc., and historical development, notably the effect of specific geographical features, both negative and positive, on human communications and contact, and on economic productivity.

- provide opportunities for students to develop basic, creative, critical thinking, and interpersonal or social skills.

Mapping Europe also addresses the following *themes* as developed by the Association of American Geographers and the National Council for Geographic Education:

- *Location—Position on the Earth's Surface:*
  Absolute and relative location are two ways of describing the positions of people and places on the earth's surface.

- *Place—Physical and Human Characteristics:*
  All places on the earth have distinctive tangible and intangible characteristics that give them meaning and character and distinguish them from other places. Geographers generally describe places by their physical or human characteristics.

- *Relationships Within Places—Humans and Environments:*
  All places on the earth have advantages and disadvantages for human settlement.

- *Regions—How They Form and Change:*
  The basic unit of geographic study is the region, an area that displays unity in terms of selected criteria.

Icons

The following icons have been provided for ease of reference:

Student cards:

Group work:

Notes to the teacher:

Homework:

Background Info:

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Lesson One

GETTING ORIENTED TO GLOBES AND MAPS

Introduction

In this lesson students will learn the key geographical terms used throughout this unit that are important for communicating geographical ideas. These terms will be learned through verbal and visual thinking.

Objectives

- to define 26 geographical terms and draw a map illustration for each
- to locate on the world map:
  - the compass rose
  - the equator and tropics
  - the seven continents and four oceans
  - the Arctic and Antarctic circles

Materials

- An Overhead Projector
- Handout 1A, *Blank World Map*, one per group of 3-5 students
- Transparency 1A, *World Map—Answer Key*
- Transparency of Handout 1A, *Blank World Map*, optional
- Handout 1B, *List of Geographical Terms*, one per group of 3-5 students
- Transparency 1B, *List of Geographical Terms—Answer Key*

Time

Suggested teaching time for this lesson: 1 class period

Suggested Procedure

1. Distribute Handout 1A, *Blank World Map*, to the students. Write the following geographical terms on the board and tell them they have ten minutes to label these on their maps in pencil as accurately as possible:

- the four directions
- the prime meridian, equator, Tropic of Cancer, & Tropic of Capricorn
- the seven continents
- the four oceans
- the Arctic and Antarctic circles

Explain to the students that they are not to look in their atlases or books for assistance. This is simply a pre-test to find out what they need to learn.

2. After students have the opportunity to review their basic geography terms by consulting one another, project Transparency 1A, *World Map—Answer Key*. Or you may want to project a transparency of Handout 1A, *Blank World Map*, and label the transparency step-by-step. Note that Transparency 1A, *World Map—Answer Key* has the oceans and continents numbered according to size.

3. Divide the class into groups of three to five students and distribute a copy of Handout 1B, *List of Geographical Terms* to each group. Assign the students in each group the roles of recorder, facilitator and graphic artist. Ask each group to develop a definition for the geographical terms in the space provided without using dictionaries. Groups that finish early should begin to draw map illustrations in the appropriate space to represent the geographical term. If they know a European example of a geographic term they should write it down. Otherwise they should not write anything in that section.

4. When students have finished their group work, reconvene the class and review their progress. Project Transparency 1B, *List of Geographical Terms—Answer Key*. Cover the transparency and ask students: "What was your definition for archipelago?" After brief discussion uncover the first term on the answer key. Have students write in the definition (if significantly different from the one their group developed) and a European example. Continue this process until all 26 terms have been completed.

5. Finally, if there is time, have students draw their illustrations for geographical terms on the board. There are at least two ways to do this: 1) you could identify a term (e.g. bay) and have each group draw their illustration of a bay. Then the class as a whole could vote on which is the best illustration; or 2) you could ask a group to draw an illustration without telling the class which term it is. Students should then guess what the term identifies.

Ask students to research magazines and newspapers for maps and articles about Europe. They will use these materials at a later point.

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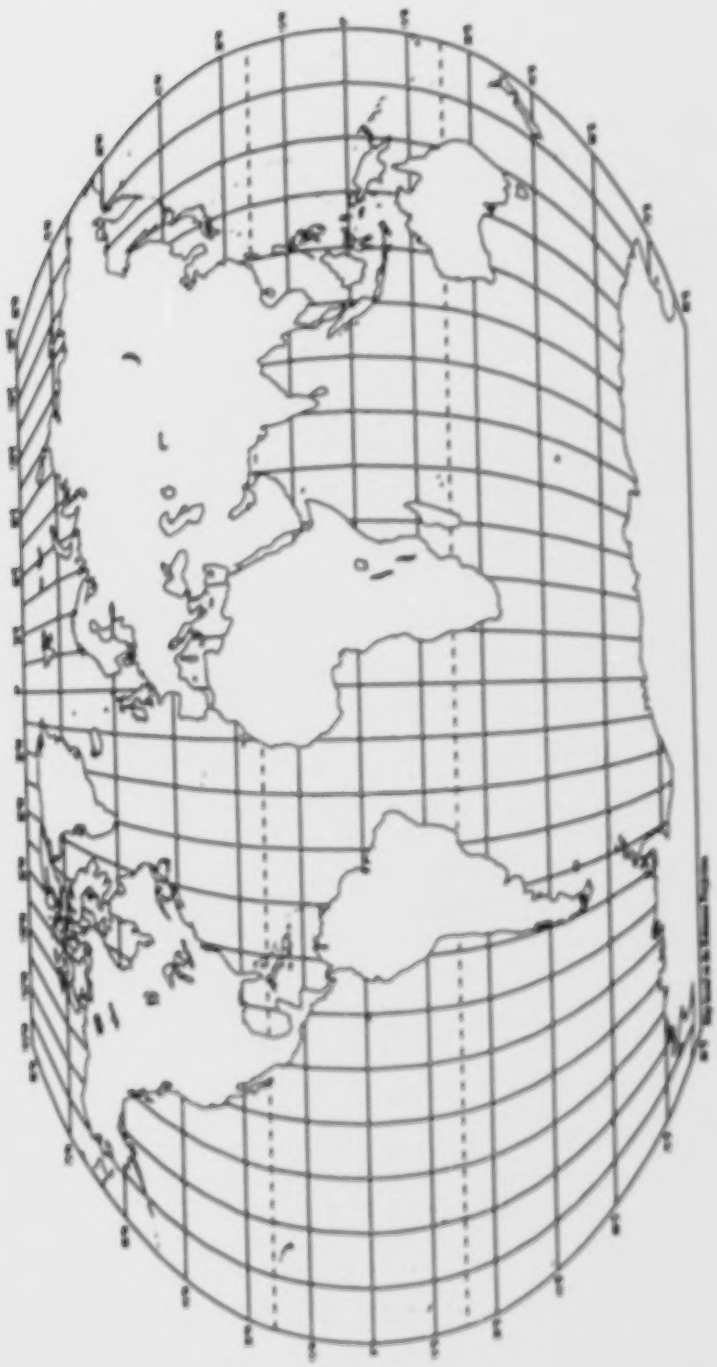
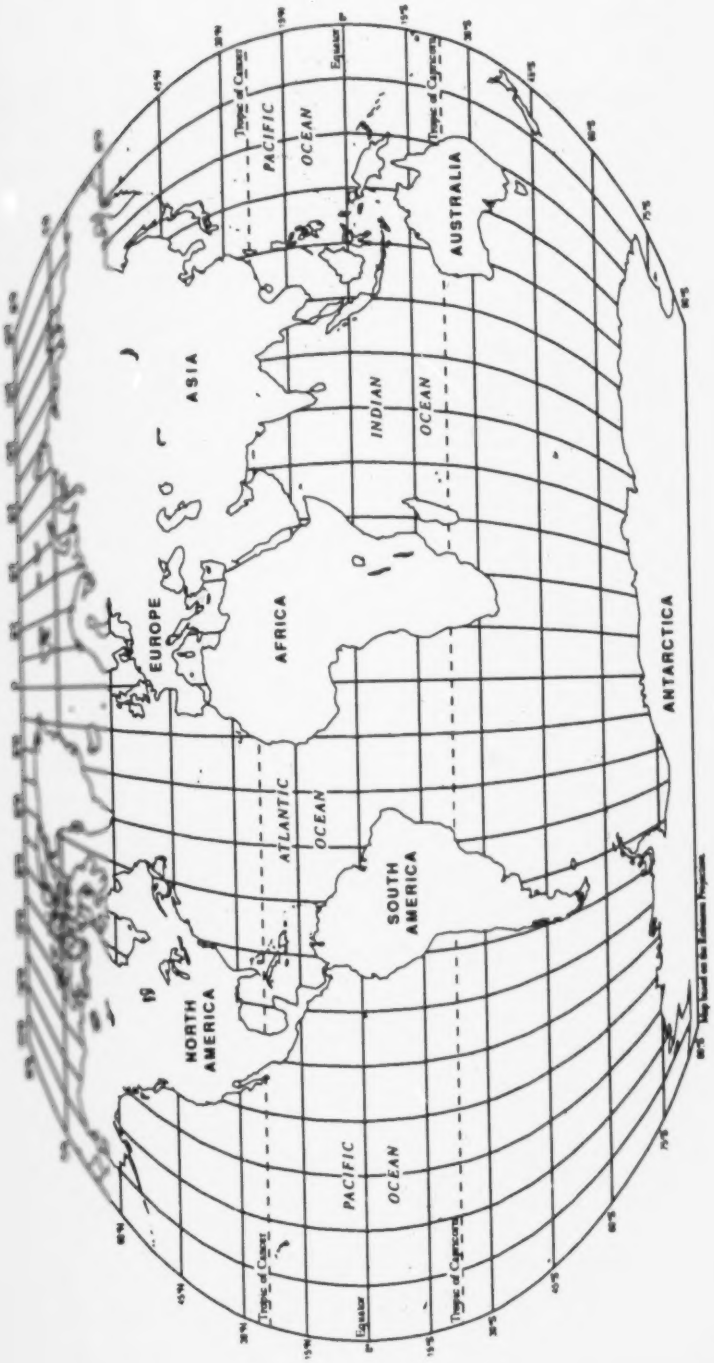
Blank World Map



WORLD MAP—ANSWER KEY



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List of Geographical Terms

(1 of 2)

TERM	DEFINITION	EXAMPLE	ILLUSTRATION
archipelago			
bay			
canal			
cape			
channel			
delta			
desert			
fjord			
gulf			
harbor			
hill			
island			
isthmus			

List of Geographical Terms
(2 of 2)

TERM	DEFINITION	EXAMPLE	ILLUSTRATION
lagoon			
lake			
mountain			
mountain range			
ocean			
peninsula			
plain			
river			
sea			
sound			
strait			
valley			
volcano			

List of Geographical Terms—Answer Key

(1 of 3)

TERM	DEFINITION	EXAMPLE
archipelago	a group of many islands	Frisian Islands (Netherlands)
bay	an inlet of the ocean or part of the ocean surrounded by land	The Wash (United Kingdom)
canal	a human-made channel filled with water and used for navigation, irrigation, or drainage	Volga-Don Canal (Russia)
cape	a narrow piece of land projecting into the sea	Cape St. Vincent (Portugal)
channel	the deepest part of a river, harbor, or strait where the main current runs	English Channel
delta	deposits of earth at the mouth of a river	Danube Delta (Romania/ Ukraine)
desert	a large area of land with little or no moisture or vegetation	Caspian Depression (Russia)
fjord	a long, narrow inlet of the sea between steep high cliffs, resulting from glaciation	Sogne Fjord (Sognafjorden, Norway)

LIST OF GEOGRAPHICAL TERMS—ANSWER KEY

(2 of 3)

TERM	DEFINITION	EXAMPLE
gulf	a large body of water bigger than a bay and surrounded on three sides by land	Gulf of Bothnia (Scandinavia)
harbor	a sheltered body of water where ships anchor	Amsterdam (Netherlands)
hill	a small area of land that is higher than the land around it	Cheviot Hills (United Kingdom)
island	an area of land surrounded by water	Sicily (Italy)
isthmus	a narrow piece of land joining two larger bodies of land	Isthmus of Corinth (Greece)
lagoon	a shallow area of salt water separated from the open sea by a bank, sandbar or reef	Courland Lagoon (Kurisches Haff, Lithuania)
lake	an inland body of water	Bodensee (Germany)
mountain	a high elevation of the earth's surface	Mont Blanc (France)
mountain range	a series of connecting mountains	Pyrenees (France/Spain)

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LIST OF GEOGRAPHICAL TERMS—ANSWER KEY

(3 of 3)

TERM	DEFINITION	EXAMPLE
ocean	any one, or all, of the four largest connecting bodies of salt water on the earth's surface	Atlantic Ocean
peninsula	a piece of land surrounded on three sides by water	Iberian Peninsula (Spain/Portugal)
plain	a large flat piece of land	Great Hungarian Plain (Hungary)
river	a large stream of water of natural origin	Elbe (Germany/ Czechoslovakia)
sea	a large body of water partly or nearly surrounded by land, smaller than an ocean	Adriatic Sea
sound	a passage between the mainland and an island	Øresund (Denmark)
strait	narrow waterway connecting two larger bodies of water	Strait of Ontranto (Adriatic-Ionian Seas)
valley	the land between hills or mountains usually containing a stream or river	Rhone River Valley (France)
volcano	a vent in the earth's crust through which molten material is erupted and is solidified forming a conical-shaped mountain	Mt. Vesuvius (Italy)

Lesson Two

COUNTRIES OF EUROPE

Introduction

This lesson focuses on the political geography of Europe before the political changes that began in 1989. After locating and defining Europe, students will be given map hunt clues which they, in teams, should try to answer as quickly as possible.

Objectives

- to locate and define the continent of Europe
- to use an atlas to locate and label Europe's countries, principalities, and micro states.
- to improve understanding of location
- to improve map reading skills
- to work together in groups on a common activity

Materials

- An Overhead Projector
- Atlases
- Handout 2A, *Blank Political Map of Europe 1989*
- Transparency of Handout 2A, *Blank Political Map of Europe 1989*
- Transparency 2A, *Political Map of Europe 1989—Answer Key*, optional
- Handout 2B, *Political Map Hunt Clues*, one set per team
- Handout 2C, *Political Map Hunt—Answer Page*
- Transparency 2B, *Political Map Hunt—Answer Key*
- Teacher's Guide 2A, *Political Map Hunt—Answer Key*

Time Suggested teaching time for this lesson: 1—2 class periods

Suggested Procedure

1. Ask students to define "Europe." What does it mean to be "European" (geographically, culturally, politically, religiously)? Do not point out individual countries to the students at this time. They will discover the names and locations of specific countries during the exercise explained below. Point out to students that when defining Europe as a *continent*, natural or physical boundaries are used.

2. Project the Transparency of Handout 2A, *Blank Political Map of Europe 1989*. Remind students that the map will reflect Europe before radical changes took place. Explain to students that the continent of Europe is peninsular in nature: it is situated on a major peninsula with several smaller ones extending outward from it. The continent of Europe includes all the countries on the European peninsula, including the island countries, and the section of the former USSR west of the Ural Mountains. Its southern border are the Mediterranean, Black and Caspian Seas. Turkey is part of Asia, but has a small section on the European continent. Point out that Europe and Asia are not really separate continents, and are sometimes referred to as "Eurasia."

3. Prepare the Political Map Hunt Clues (Handout 2B, *Political Map Hunt Clues*, one set per team) by copying Handout 2B and cutting out the clue cards along the dotted lines. Paste the clues onto index cards. One set of map hunt clues should be made for each team. You will be able to reuse the cards.

4. Divide your class into groups of four or five students. Distribute a set of clues and a copy of Handout 2C, *Political Map Hunt—Answer Page*, to each group. Tell them that, as a team, they should try find the answers to the clues as quickly as possible. The questions and answer should be written on the answer page. Each correct answer is worth one point; the team with the most correct answers can be declared the winner of the activity. (Students may ask if there can be more than one winner. The answer is yes—the correct answers are important, the speed at which a team arrives at these answers is inconsequential—but do not tell them this until debriefing. Simply repeat the directions.) Students should use their atlases or their textbooks to to look for correct answers to the map hunt clues. Tell students that after every five minutes there will be a bargaining session. At this time teams cannot continue to work on answering map hunt clues, but can negotiate an exchange of answers with other teams. Each team is free to choose how to negotiate with other teams.

5. Each team should have members who take on the following roles: recorder, negotiator, and speaker. The recorder writes the answers on

Handout 2C. The negotiator is responsible for communicating with other teams. Negotiators may leave their seats to meet with other teams. Speakers are responsible for reading the answers from their worksheets to you while you check for errors. Other roles, such as encourager or harmonizer, timer, and group facilitator may be assigned if students are familiar with such roles.

6. Begin the activity with a negotiating period of one minute. Students will probably not know how to effectively use this time period, but that is all right. The possibility that students will negotiate to work on different problems from the start must be allowed even though it may not happen. (In the debriefing session raise the point that students could have divided up the chore from the beginning.) Next, alternate between work periods (five minutes) and negotiating periods (two minutes) until one team answers every question correctly. When teams decide they are finished, check their answers. If any team has some wrong answers, it should continue working on the questions.

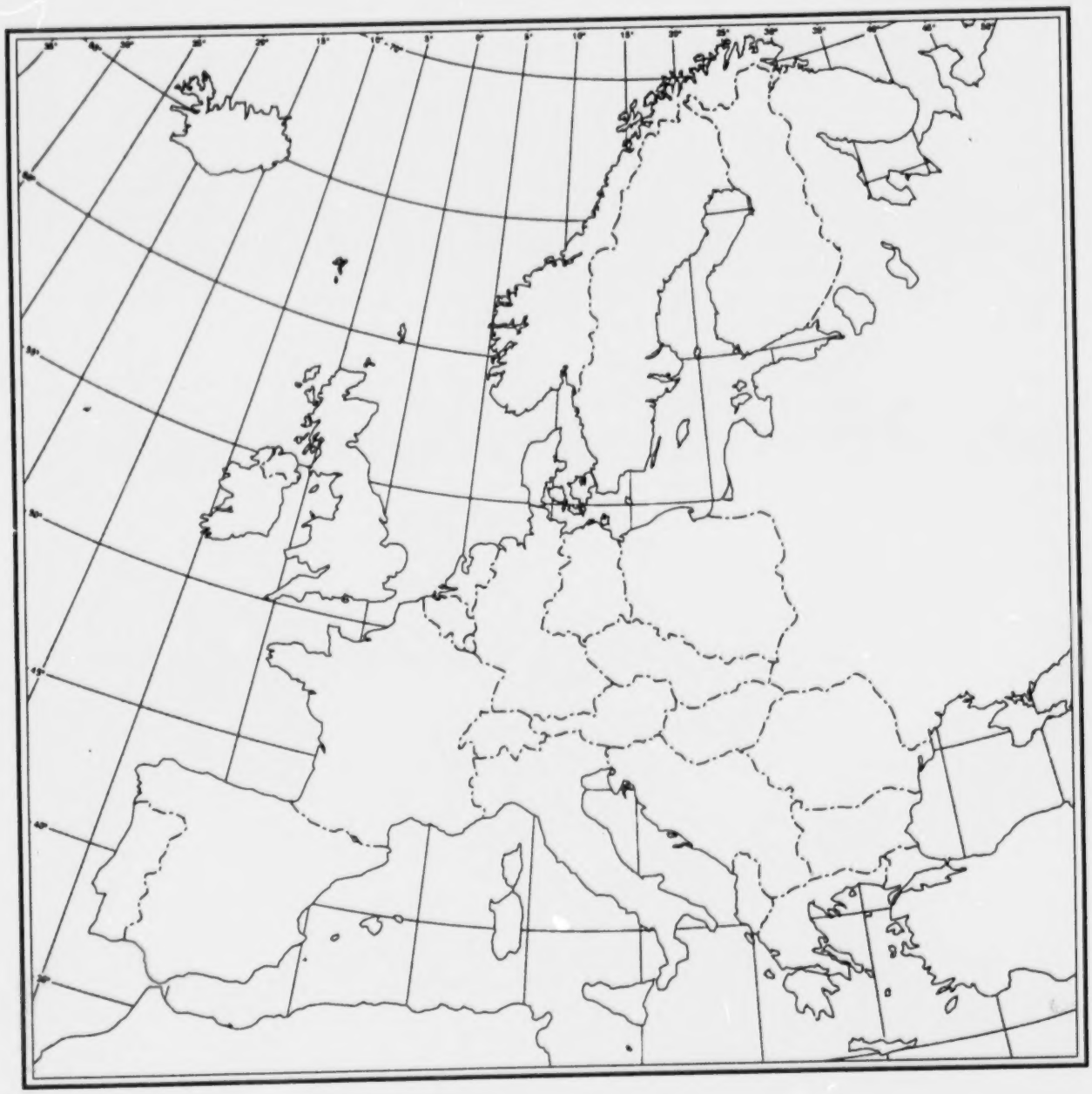
7. Debrief the activity. For example, ask each team how they went about answering the questions and also how they used their negotiating periods.

8. Next, collect all the clue cards and shuffle them. Distribute a copy of Handout 2A, *Blank Political Map of Europe 1989*, to each student. Then give each student one clue and have him or her stand in front of the class, read the clue, give the answer (or look to team members for the answer), and point to the proper location on the transparency of Handout 2A, *Blank Political Map of Europe 1989* or a wall map. Students should then label their maps . Continue this procedure until all the clues have been reviewed and labeled on the map. Ask them to keep their maps—they will use them again in lesson three.

Help students sort out the geographical and political terminology associated with the British Isles. Point out the following:

- The British Isles include Great Britain and Ireland;
- Great Britain includes England, Wales, and Scotland;
- Ireland includes the Republic of Ireland (officially "Eire") and Northern Ireland;
- The United Kingdom (officially the "United Kingdom of Great Britain and Northern Ireland"—abbreviated UK) includes Great Britain and Northern Ireland.

BLANK POLITICAL MAP OF EUROPE 1989



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POLITICAL MAP OF EUROPE 1989—ANSWER KEY

POLITICAL MAP HUNT CLUES (1 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size.

1. What country in Europe lies farthest to the west?	2. What was the name of the country that covered both Europe and Asia?
3. Before 1989, only two eastern European countries have a coastline with the Black Sea. Which one of these lies farther North?	4. The Alps run through many central European countries: which of these is the smallest?
5. One European island consists of two political units. What is the name of the larger unit?	6. Which country's largest city was surrounded by another country?
7. Which country has the same name as its capital city?	8. Which country's name means "The Low Countries"?
9. Which is the largest western European country?	10. One northern European island consists of two political units. To which country does the island's northeastern part belong?

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POLITICAL MAP HUNT CLUES (2 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size.

11. What European country has Brussels for its capital?	12. Europe has two countries with access to both the North Atlantic Ocean and the Mediterranean Sea. Which of these is smaller?
13. Which country occupies the most southwestern part of Europe?	14. Which principality is on the Mediterranean Sea?
15. Which European country is composed of a boot-shaped peninsula?	16. What southern European country is known for its numerous islands?
17. Which country pokes out like a big thumb from central Europe's plains into the North Sea?	18. Which Scandinavian country lies farthest north?
19. Before 1989, one central European country was surrounded by seven countries, including one principality. What is the name of the country?	20. Which Scandinavian country lies farthest to the east?

POLITICAL MAP HUNT CLUES (3 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size .

21. Which eastern European country has Sofia for its capital?	22. What central European country's name was a combination of the names of its two main regions?
23. One European country was divided as a result of World War II. What was the official name of the country that occupied the smaller area?	24. What is the smallest country in eastern Europe?
25. Bern is the capital of this country known for its Alpine scenery. What is the country's name?	26. Before 1989, what was the name of the eastern European country that had the longest coastline with the Adriatic Sea?
27. Two European countries begin with the letter *P*. Which one lies farther north?	28. One European country's most northern point is within the Arctic Circle, but that country does not have access to the Barents Sea. What is the country's name?
29. Before 1989, only two eastern European countries were landlocked. Which one of the two was the smaller one?	30. Which small island country lies in the Mediterranean Sea?

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POLITICAL MAP HUNT—ANSWER PAGE

Write the questions and answers to the *Political Map Hunt Clues* below. You don't have to write down the entire question, only enough to remember what the question is asking. Please note that this activity reflects Europe before 1989.

1. _____ 16. _____
2. _____ 17. _____
3. _____ 18. _____
4. _____ 19. _____
5. _____ 20. _____
6. _____ 21. _____
7. _____ 22. _____
8. _____ 23. _____
9. _____ 24. _____
10. _____ 25. _____
11. _____ 26. _____
12. _____ 27. _____
13. _____ 28. _____
14. _____ 29. _____
15. _____ 30. _____

POLITICAL MAP HUNT—ANSWER KEY

Please note that this activity reflects Europe before 1989.

1. Iceland
2. The former Soviet Union
3. Romania
4. Liechtenstein
5. Republic of Ireland
6. Federal Republic of Germany
7. Luxembourg
8. The Netherlands
9. France
10. United Kingdom
11. Belgium
12. Spain
13. Portugal
14. Monaco
15. Italy
16. Greece
17. Denmark
18. Norway
19. Austria
20. Sweden
21. Bulgaria
22. Czechoslovakia
23. German Democratic Republic
24. Albania
25. Switzerland
26. Yugoslavia
27. Poland
28. Finland
29. Hungary
30. Malta

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POLITICAL MAP HUNT—ANSWER KEY (1 of 2)

Please note that this activity reflects Europe before 1989.

1. What country in Europe lies farthest to the west? *(Iceland)*
2. What was the name of the country that covered both Europe and Asia? *(The former Soviet Union)*
3. Before 1989, only two eastern European countries had a coastline with the Black Sea. Which of these lies farther north? *(Romania)*
4. The Alps run through many central European countries; which of these is the smallest? *(Liechtenstein)*
5. One northern European island consists of two political units. What is the name of the larger unit? *(Republic of Ireland)*
6. Which country's largest city was surrounded by another country? *(Federal Republic of Germany—Berlin)*
7. Which country has the same name as its capital city? *(Luxembourg)*
8. Which country's name means "The Low Countries"? *(The Netherlands)*
9. Which is the largest western European country? *(France)*
10. One northern European island consists of two political units. To which country does the island's northeastern part belong? *(United Kingdom)*
11. What European country has Brussels for its capital? *(Belgium)*
12. Europe has two countries with access to both the North Atlantic Ocean and the Mediterranean Sea. Which of these two is smaller? *(Spain)*
13. Which country occupies the most southwestern part of Europe? *(Portugal)*
14. Which principality is on the Mediterranean Sea? *(Monaco)*
15. Which European nation is composed of a boot-shaped peninsula? *(Italy)*

POLITICAL MAP HUNT—ANSWER KEY (2 of 2)

Please note that this activity reflects Europe before 1989.

16. What southern European country is known for its numerous islands? *(Greece)*

17. Which country pokes out like a big thumb from central Europe's plains into the North Sea? *(Denmark)*

18. Which Scandinavian country lies farthest north? *(Norway)*

19. Before 1989, one central European country was surrounded by seven countries, including one principality. What is the name of the country? *(Austria)*

20. Which Scandinavian country lies farthest to the east? *(Sweden —please note: Scandinavia is made up of Norway and Sweden, but sometimes Denmark and Finland are included)*

21. Which eastern European country has Sofia for its capital? *(Bulgaria)*

22. What central European country's name was a combination of the names of its two main regions? *(Czechoslovakia—its two main regions are populated by the Czechs and the Slovaks)*

23. One European country was divided as a result of World War II. What was the official name of the country that occupied the smaller area? *(German Democratic Republic)*

24. What is the smallest country in eastern Europe? *(Albania)*

25. Bern is the capital of this country known for its Alpine scenery. What is the country's name? *(Switzerland)*

26. Before 1989, what was the name of the eastern European country that had the longest coastline with the Adriatic Sea? *(Yugoslavia)*

27. Two European countries begin with the letter *P*. Which one lies farther north? *(Poland)*

28. One European country's most northern point is within the Arctic Circle, but that country does not have access to the Barents Sea. What is the county's name? *(Finland)*

29. Before 1989, only two eastern European countries were landlocked. Which one of two was the smaller one? *(Hungary)*

30. Which small island country lies in the Mediterranean Sea? *(Malta)*

Lesson Three

THE CHANGING FACE OF EUROPE

Introduction

In this lesson students continue their exploration of the political geography of Europe, this time concentrating on the changes that have taken place in Europe since 1989. Particular attention is drawn to the concepts of borders and boundaries. After defining key terms such as *nation, state,* and *country,* students will be introduced to the ethnic diversity and the major language groups and religions of Europe. The lesson concludes with a mapping activity in which students record recent changes in the political geography of Europe.

Objectives

- to identify the changes that have taken place in the political geography of Europe
- to define natural, political and cultural boundaries and interpret boundary changes
- to become familiar with the cultural diversity of Europe
- to improve map reading skills

Materials

- An Overhead Projector
- Textbooks and Atlases
- Transparency 3A, *A Cartoonist's Perspective*
- Handout 3A, *Ethnic Map of Europe,* one per group
- Transparency 3B, *Similarity of European Languages*
- Transparency 3C, *Indo-European Language Family Tree*
- Transparency 3D, *Political Map of Europe—After 1989*
- Handout of Transparency 3D, *Political Map of Europe—After 1989,* optional

- Teacher's Guide 3A, *Glossary*
- Teacher's Guide 3B, *Changes in the Political Geography of Europe*
- Students will need to use their Handout 2A, *Blank Political Map of Europe 1989*, which they labeled in lesson two

Time

Suggested teaching time for this lesson: 1 class period

Suggested Procedures

1. As a context setter for this lesson, display Transparency 3A, *A Cartoonist's Perspective*, and allow the class to respond to the cartoon. Do not point out specific changes of the political geography in Europe at this point.

2. Divide students into pairs or small groups and write the following terms on the blackboard:

   • Natural Border • Cultural Border • Political Border

   • Empire • Nation • State • Country

   In their pairs, have students define these terms and then list at least two examples of each term. Debrief this activity by recording their responses and their examples on the blackboard. Please refer to Teacher's Guide 3A, *Glossary*, for definitions of these terms.

3. Tell students that political boundaries have changed many times in the course of history. Still in pairs or small groups, have them identify and discuss examples of changing political boundaries. Ask students to list reasons why these boundaries have changed. Remind students that they are allowed to use their textbooks and their atlases. When students have finished their group work, reconvene the class and review the changes they listed.

4. Remind students that the cultural identity of an ethnic group is defined by the language they speak, their religion and other traditions. To show students the ethnic diversity of Europe, have them list all the languages spoken in Europe. Tell them that each European country has at least one "official language," which may have various dialects in different regions of that country. In many of the countries, additional languages are spoken. These languages are called "minority languages."

5. Explain to students that although there are many different languages in use around Europe, many of these languages share the same origin. Display Transparency 3B, *Similarity of European Languages*. Cover the

right part of the transparency. Explain to them that all of the words mean *mother*. According to what seems similar, ask them to sort the words in categories.

6. Debrief this activity by uncovering the right part of Transparency 3B, *Similarity of European Languages*. Go over the words and note that most of them begin with an "m." Highlight the words which do not begin with an "m." and ask students why that might be. This will be the beginning of their understanding that some languages belong to the same language family and words often look similar in these different, yet related, languages.

7. Display Transparency 3C *Indo-European Language Family Tree*. Tell students that the Indo-European language has been traced back to a single tongue which scientists believe to have originated near the Black Sea.

8. Distribute a copy of Handout 3A, *Ethnic Map of Europe* to each group. Make sure that all the groups also have a copy of Handout 2A, *Blank Political Map of Europe, 1989* (labeled, from Lesson Two). Have students compare the two maps. What conclusions can they draw from the comparisons? You may want to ask the following questions:

   - Where political boundaries and cultural (or ethnic/ linguistic/ religious) boundaries cut across each other? Where are several national or ethnic groups part of the same political unit? Give examples.

   - What are possible results in areas where such boundaries are different? List reasons for your answers.

   - Can ethnic conflicts and national differences be mediated? Is having separate countries for each ethnic group the only solution for solving ethnic conflicts? Or are there other possibilities to guarantee a peaceful coexistence between different ethnic groups within the same political unit?
     (Tell students that there are several countries in Western Europe with more than one national or ethnic group within their political borders, such as Switzerland, Spain, or Belgium. By granting these groups a relatively high degree of autonomy and independence, governments have sometimes been able to avoid major conflicts within their political borders. Also mention that there are advantages for different nationalities or ethnic groups to live within the same political borders,; for example they can benefit from each other economically, and together they have a stronger political voice ➡ refer to Teacher's Guide 3A, Glossary, for more information on the European Community)

9. Debrief this activity by asking students to use maps and contemporary materials which they have collected to record changes in the political geography of Europe on Handout 2A, *Blank Political Map of Europe 1989*. Please refer to Teacher's Guide 3A, *Glossary*, and to Teacher's Guide 3B, *Changes in the Political Geography of Europe*, for further information.

10. Debrief this lesson by displaying Transparency 3D, *Political Map of Europe—After 1989*. Have students correct their maps or distribute a copy of Transparency 3C, *Political Map of Europe—After 1989*. Use the remaining time to go over the following key terms mentioned in this lesson: natural, cultural, and political borders; nation; state; nation-state; ethnic and linguistic diversity of Europe; change of political borders; ethnic conflicts.

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A Cartoonist's Perspective

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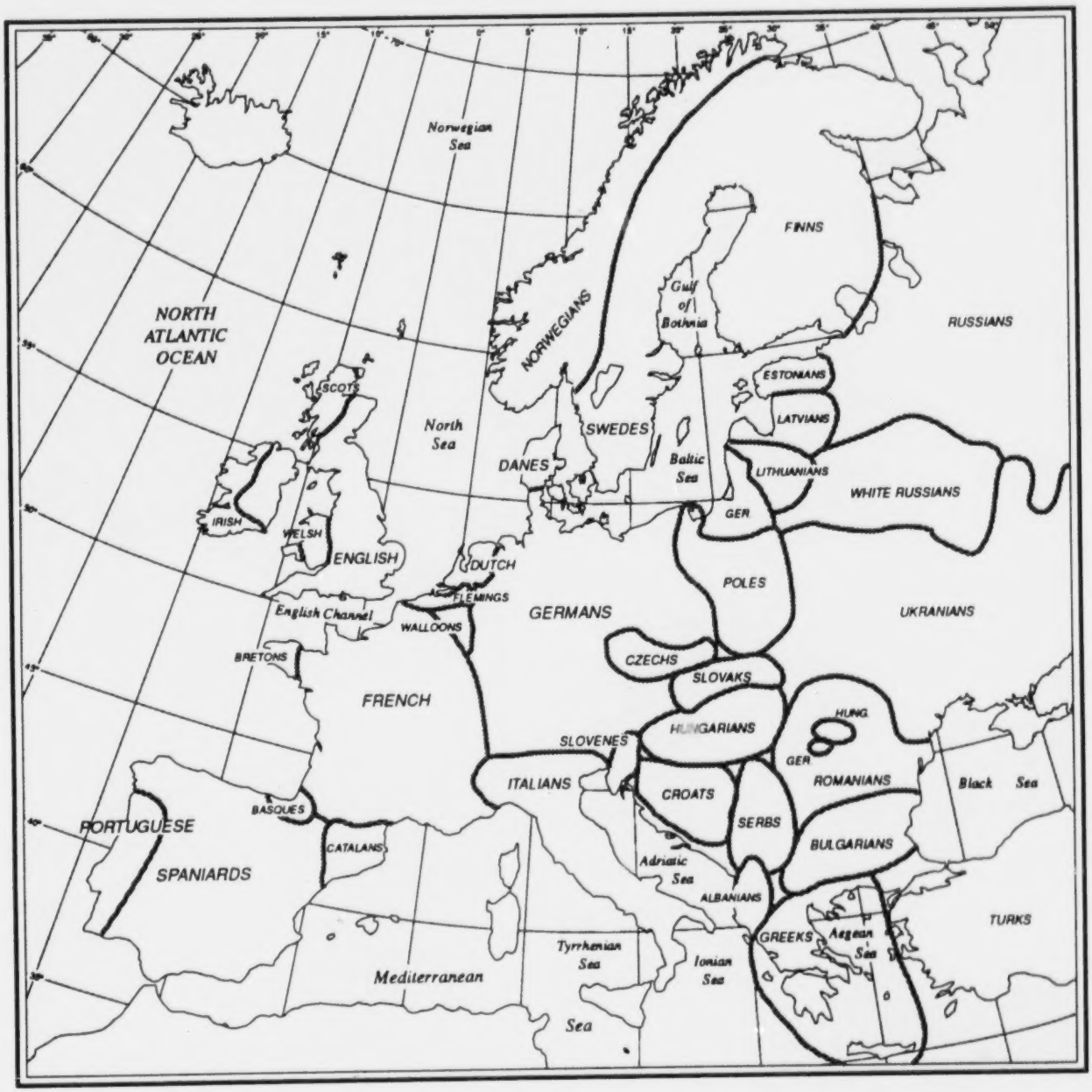
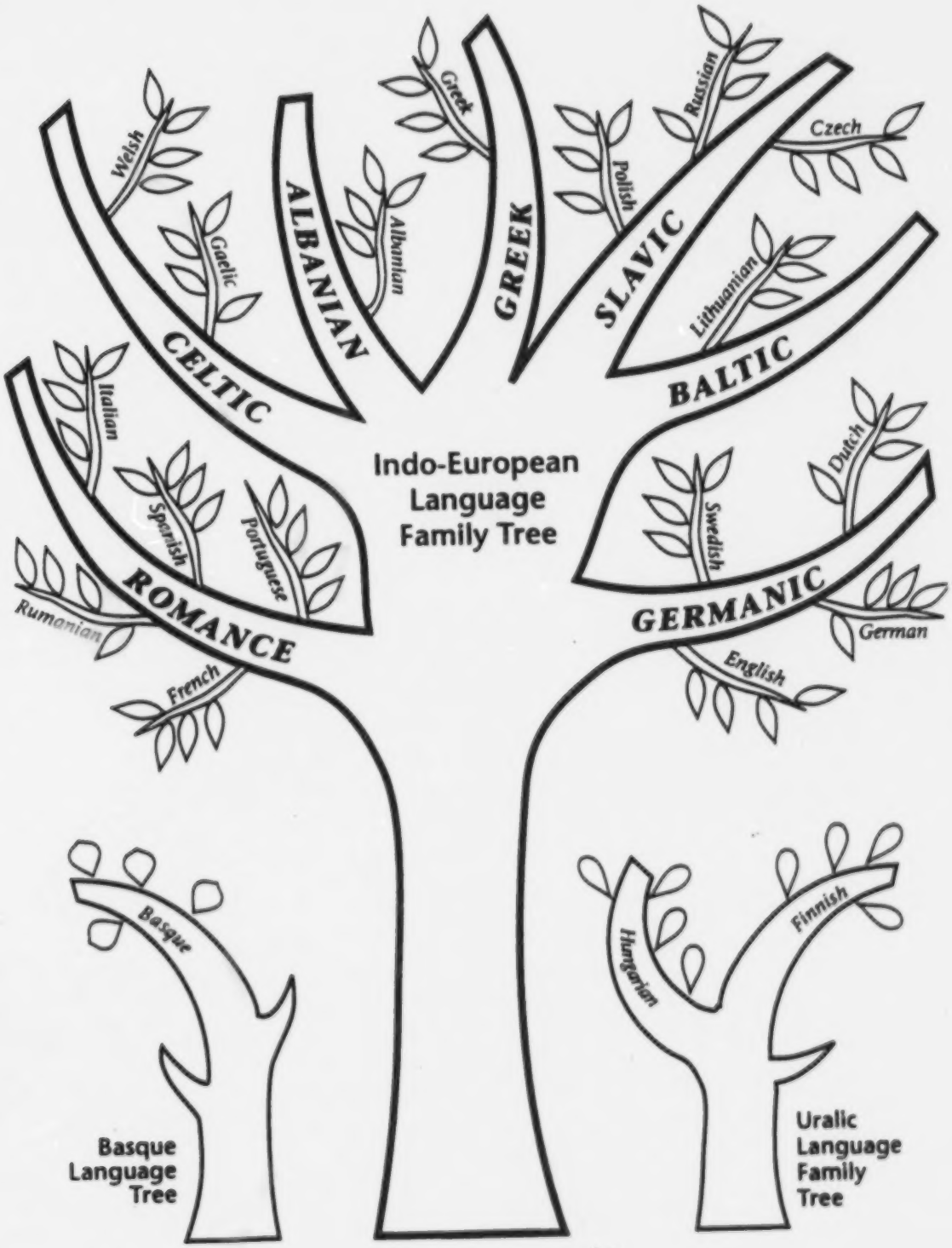
ETHNIC MAP OF EUROPE[1]



SIMILARITY OF EUROPEAN LANGUAGES

meter	English:	mother
moder	German:	Mutter
motina	Swedish:	moder
madre	Dutch:	moeder
máthair	French:	mère
mother	Rumanian:	mama
anya	Spanish/Italian:	madre
mère	Portuguese:	mãe
nënë	Russian:	mat
ama	Polish/Czech:	matka
Mutter	Lithuanian:	motina
matka	Welsh:	mam
mayr	Gaelic:	máthair
äiti	Albanian:	nënë
mam	Armenian:	mayr
moeder	Greek:	meter
mat	**Non-Indo-European Languages**	
mama	Finnish:	äiti
mãe	Hungarian:	anya
	Basque:	ama


Indo-European
Language
Family Tree
CELTIC
Welsh
Gaelic
ALBANIAN
Albanian
GREEK
Greek
SLAVIC
Polish
Russian
Czech
BALTIC
Lithuanian
ROMANCE
Italian
Spanish
Portuguese
Rumanian
French
GERMANIC
Swedish
Dutch
German
English
Basque
Basque
Language
Tree
Hungarian
Finnish
Uralic
Language
Family
Tree

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POLITICAL MAP OF EUROPE AFTER 1989

GLOSSARY

Natural Boundaries

Mountains, lakes, rivers, and deserts are all *natural boundaries*, which keep people from moving easily from one place to another. These natural barriers can also unite people and be easy to defend. For example, the Pyrenees Mountains are a natural boundary between France and the Iberian Peninsula (Spain and Portugal), and the River Rhine and the Bodensee/ Lake Constance form boundaries between Germany, France, Austria, and Italy. The River Oder and the River Neisse form the boundary between Germany and Poland.

Cultural Boundaries

Cultural boundaries may lie along natural boundaries, but can also exist without them. They are based on cultural and ethnic differences such as language, religion, or traditions. Belgium, for instance, has a cultural boundary between the French-speaking Walloons, who live in the south, and the Flemish people, who speak a Dutch dialect and live in the northern part of the country. Switzerland, with its four official languages (German, French, Italian, and Romansch—a language resembling Latin), has several cultural boundaries. And the former Yugoslavia was the most ethnically and culturally diverse country in Eastern Europe, with each ethnic or cultural group trying to maintain as much of its identity as possible.

Political Boundaries

Political boundaries first developed in response to the need for some form of organization to make and enforce rules of behavior or to ensure security. Some political boundaries lie along natural and cultural boundaries. But many do not. Some of the first political boundaries defined the areas ruled by families or smaller communities. As these groups grew larger and more complex, the state emerged as the main political unit. States also use political boundaries to protect their citizens from other countries, either through signed agreements or through armies.

State, *country*, and *nation* are commonly used to refer to the same sovereign political organization or community. However, there are some fine differences between *state* and *nation*:

State

A *state* has a well-established apparatus of government and clearly defined political boundaries, and a *country* is the land occupied by the state.

Nation

A *nation* is a group of people who share a common history, tradition, and language. The boundaries of a nation are not as much political as cultural. The state of Yugoslavia was a federation of more than six nations or nationalities (i.e. Slovenes, Serbians, Croatians, Macedonians, Dalmatians, Herzogovinians, Albanians, Montenegrins, and Hungarians).

Nation-State

In a *nation-state*, the political boundaries are roughly the same as the boundaries of the ethnic group that occupies it. Slovenia, for instance, is

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one of the new nation-states of Eastern Europe. It is a sovereign, independent political unit, and its people are predominantly Slovenes.

Republics

A state or a country are often divided into smaller units. In Switzerland, for example, these units are called *cantons*, in the former Soviet Union and in Yugoslavia they were called *Republics*. These smaller units enjoy various degrees of autonomy, and are usually divided along cultural boundaries. (Point out that in the U.S.A., the word *state* refers to one of the 50 states, which are subunits).

Eastern and Western Europe

The division of Europe into *Eastern* and *Western Europe* was more than just a geographical division. It was also a division of two different political systems, sometimes also referred to as just "The West" and "The East." Albania, Bulgaria, Czechoslovakia, the German Democratic Republic ("East Germany"), Hungary, Poland, Romania, and Yugoslavia were all ruled by communist governments ➡ see also under *Communism, Eastern Bloc*. Although Greece is sometimes considered part of Eastern Europe geographically, it was not under Soviet influence or communist rule. Countries of Western Europe were ruled by democratically elected governments. ➡ see under *Democracy*.

Eastern Bloc

The *Eastern Bloc* were the nations of Eastern Europe—Bulgaria, Czechoslovakia, East Germany, Hungary, Romania, and Poland—which remained under the political influence of the Soviet Union after the Second World War. Yugoslavia and Albania, which maintained their independence, were not considered part of the Eastern Bloc countries.

Communism

Communism is a governmental system in which land, factories, and other means of production are owned by the community as a whole or by the state. A single party—the Communist Party— controls the government.

Iron Curtain

The *Iron Curtain* is a term used to describe the border line that divided the Soviet Union and the Eastern Bloc countries from the countries in Western Europe.

Democracy

Democracy is a system of government in which the power rests with the people, who govern through a multi-party system and freely elected representatives.

European Community

The *European Community* is an institutional framework for the construction of a united Europe. It was created in the wake of World War II, as a devastated Western Europe sought ways to rebuild its economy and prevent future wars. The Community represents a unique relationship between independent nations. While its member countries have agreed to pool together some of their sovereign powers, they retain their autonomy in many areas. Member countries are: Belgium, Denmark, Germany, France, Greece, Ireland, Italy, Luxembourg, The Netherlands, Portugal, Spain, United Kingdom.

CHANGES IN THE POLITICAL GEOGRAPHY OF EUROPE

From 1945 to 1989, the Soviet Union dominated the countries of Eastern Europe. When these controls were challenged, the Soviet Union resorted to threatened intervention (Poland in 1981) or actual invasion (Hungary in 1956, Czechoslovakia in 1968). This changed after 1985. Reforms introduced by the Soviet Leader Mikhail Gorbachev encouraged change throughout Eastern Europe. Mass public protests for new demands and concessions resulted in turn in an increased appetite for more political and economic reforms. The Soviet Union started to disintegrate, communist governments throughout Eastern Europe were toppled, and new democracies emerged. The map of Europe was once again in transition, beginning in November 1989 with the very dramatic fall of the Berlin Wall, the symbol of the Cold War.

Germany: A tide of East German refugees to the West prompted the opening of the Berlin Wall on November 9, 1989. On October 3, 1990, the German Democratic Republic ("East Germany") acceded to the Federal Republic of Germany ("West Germany"). The unification erased the name "German Democratic Republic" from the political map of Europe.

Soviet Union: The three Baltic Republics—Estonia, Latvia, and Lithuania—were the first to break away from the Soviet Union (Union of the Soviet Socialist Republic—USSR). On September 6, 1991, full independence was granted to the Baltic States. The total breakup of the Soviet Union became inevitable when the Republic of Ukraine voted for independence. The USSR officially ceased to exist on December 26, 1991. Fifteen sovereign, independent states—the former republics of the Soviet Union—took its place. In addition to the three Baltic States and the Ukraine, Byelarus (formerly Byelorussia) and the Russian Federation (also Russia) are also considered to be a part of Europe.

Yugoslavia Yugoslavia was divided into six republics: Serbia, Croatia, Slovenia, Macedonia, Bosnia-Herzegovina and Montenegro that correspond loosely to six national or ethnic groups (most republics host large numbers of ethnic minorities). As of summer 1992, however, all but Montenegro and Serbia, which sought to maintain a united Yugoslavia, have declared their independence. The emergence of these new states has been accompanied by military attacks between the former republics.[2]

Czechoslovakia In November of 1989, hundreds of thousands of Czechs and Slovaks thronged to the streets and forced the Communist Government from office. A month later, the new parliament's appointment Vaclav Havel to the interim presidency of the country's first non-Communist government since 1948. New elections were held in 1992, and a separatist party was brought to power in Slovakia, the eastern region of the country. As of summer 1992, Czechoslovakia is heading towards division into two independent nations. What the two halves—"Slovakia" and the "Czech Republic"—would call themselves was still unclear.

Lesson Four

LEARNING THE PHYSIOGRAPHIC FEATURES OF EUROPE

Introduction

In this lesson students will label 30 physiographic features of Europe on blank maps of Europe using a set of map hunt clues. At the end of the activity each student will answer one clue in front of the class and label the physiographic feature on the class map.

Objectives

- to use an atlas to locate and label 30 physiographic features of Europe
- to improve their map reading skills
- to work together in small groups on a common activity

Materials

- An Overhead Projector
- Atlases
- Handout 4A, *Blank Physiographic Map of Europe*
- Transparency of Handout 4A, *Blank Physiographic Map of Europe*
- Transparency 4A, *Physiographic Map of Europe—Answer Key*
- Handout 4B, *Physiographic Map Hunt Clues*
- Handout 4C, *Physiographic Map Hunt—Answer Page*
- Transparency 4B, *Physiographic Map Hunt—Answer Key*
- Teacher's Guide 4A, *Physiographic Map Hunt—Answer Key*

Time

Suggested teaching time for this lesson: 1 class period

Suggested Procedure

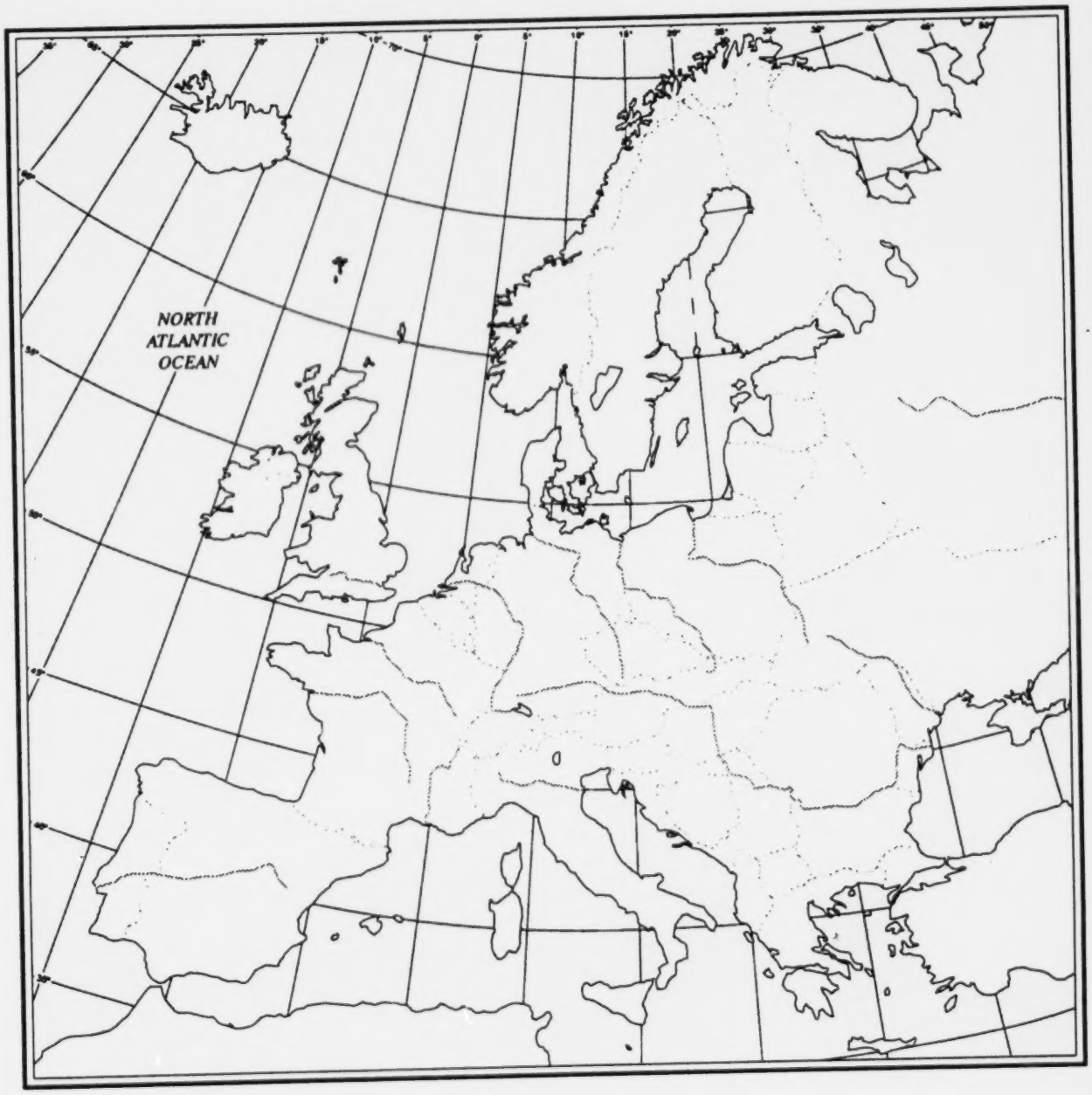
1. Begin the lesson by putting the words "physiographic feature" on the board. Ask students if they can define the words and tell you what the concept means. Explain that "physio" means physical; "graphic" means writing something down or recording it; and "feature" is a particular characteristic of something. Thus a "physiographic feature" is a physical feature of the land such as a lake, mountain, or river recorded on a map. Tell students that they will now be learning the major physiographic features of Europe.

2. Prepare Physiographic Map Hunt Clues (Handout 4B) by cutting out the cards along the dotted lines and pasting them onto index cards. You will be able to reuse the cards.

3. Divide the class into pairs and provide each group with a copy of Handout 4A, *Blank Physiographic Map of Europe*, and an atlas opened to a physical map of Europe. Give each student a different map hunt clue and ask the students to find the answers to the questions by using the atlas. The questions and answer should be written on a copy of Handout 4C, *Physiographic Map Hunt—Answer Page*. Next, students should label and draw the physiographic feature on their maps. Finally, students should swap clues and continue the exercise. After going through this process three or four times, students should go to the teacher and have their work corrected. If students have answered a question incorrectly they should try again. The activity should continue until each pair has completed all 30 map hunt clues.

4. When all students are finished, collect the map hunt clues, shuffle them, and distribute one map hunt clue to each student. Ask students to come to the front of the class, read their clues, and by using their finished maps, label the overhead transparency of Handout 4A, *Blank Physiographic Map of Europe*, with the correct physiographic feature. Be sure the students are as accurate as possible when they draw the map symbols so that the entire class can check the accuracy of their maps. Continue this procedure until all the Physiographic features have been reviewed and are labeled on the transparency. Transparency 4A, *Physiographic Map of Europe—Answer Key*, and Transparency 4B, *Physiographic Map Hunt—Answer Key*, can be used alternatively for the debriefing.

BLANK PHYSIOGRAPHIC MAP OF EUROPE



PHYSIOGRAPHIC MAP OF EUROPE—ANSWER KEY

PHYSIOGRAPHIC MAP HUNT CLUES (1 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size.

1. Which mountain range separates the Iberian peninsula from the rest of Europe?	2. What is the name of the sea bordered by Denmark, Germany, Sweden, Finland, Poland, Estonia, Latvia and Lithuania?
3. Which strait connects the Tyrrhenian Sea and the Ionian Sea?	4. What is the name of the gulf which lies between the Scandinavian Peninsula and Finland?
5. What is the name of Europe's longest river?	6. What are the highlands in south-central France called?
7. What is the name of Italy's largest lake?	8. What is the name of the mountain range which forms the eastern boundary between Europe and Asia?
9. What is the name of the sea that separates the British Isles from northwest Europe?	10. What is the name of the strait which connects the English Channel to the North Sea?

PHYSIOGRAPHIC MAP HUNT CLUES (2 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size.

11. What central European mountain range extends in an arc through Poland, Czechoslovakia, southern Ukraine and Romania?	12. What is the name of the southwestern peninsula containing Spain and Portugal?
13. What is the name of the sea which is between Greece and Turkey?	14. What is the name of the lake which forms part of the boundary between Germany, Switzerland and Austria?
15. In what mountain range do the Rhine, Rhone, Po, and Danube rivers find their sources?	16. Which river forms part of the boundary between Poland and Germany?
17. What is the name of the active volcano which towers over the Bay of Naples?	18. What is the name of the highest mountain in Greece?
19. What is the name of Europe's, as well as the world's, largest sea?	20. What is the name of the river which connects the city of London with the North Sea?

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PHYSIOGRAPHIC MAP HUNT CLUES (3 of 3)

Please cut along the dotted lines and paste onto index cards of appropriate size (3 of 3).

21. Which river runs from the Alps in Switzerland through Liechtenstein, Austria, Germany, France, and the Netherlands to the North Sea?	22. What is the name of the large sea into which the Danube River empties?
23. Which very large lowland extends from the Netherlands across northern Germany, Poland, Lithuania, Latvia, Estonia and Russia?	24. Which large island is located in the Atlantic Ocean just below the Arctic Circle?
25. What mountain range extends from the Alps to the Strait of Messina?	26. What is the name of the boot-shaped peninsula extending into the waters of the Mediterranean and Adriatic Seas?
27. What is the name of Great Britain's largest lake?	28. Which river leads from Germany through Austria, Czechoslovakia, Hungary, Yugoslavia, Bulgaria, and Romania to the Black Sea?
29. What is the name of the southeastern peninsula which contains Albania, Bulgaria, Greece, Romania, and Yugoslavia?	30. What is the name of the strait connecting the Mediterranean Sea and the Atlantic Ocean?

PHYSIOGRAPHIC MAP HUNT—ANSWER PAGE

Write the questions and answers to the *Physiographic Map Hunt Clues* below. You don't have to write the entire question, only enough to remember what the questions asking.

1. _____
2. _____
3. _____
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10. _____
11. _____
12. _____
13. _____
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25. _____
26. _____
27. _____
28. _____
29. _____
30. _____

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PHYSIOGRAPHIC MAP HUNT—ANSWER KEY

1. Pyrenees
2. Baltic Sea
3. Strait of Messina
4. Gulf of Bothnia
5. Volga River
6. Massif Central
7. Lake Garda
8. Urals
9. North Sea
10. Strait of Dover
11. Carpathians
12. Iberian Peninsula
13. Aegean Sea
14. Bodensee/Lake Constance
15. Alps
16. Oder River
17. Vesuvius
18. Mt. Olympus
19. Mediterranean Sea
20. Thames River
21. Rhine River
22. Black Sea
23. Northern European Plain
24. Iceland
25. Apennines
26. Italian Peninsula
27. Loch Ness
28. Danube River
29. Balkan Peninsula
30. Strait of Gibraltar

PHYSIOGRAPHIC MAP HUNT—ANSWER KEY (1 of 2)

1. Which mountain range separates the Iberian peninsula from the rest of Europe? *(Pyrenees)*
2. What is the name of the sea bordered by Denmark, Germany, Sweden, Finland, Poland, Estonia, Latvia and Lithuania? *(Baltic Sea)*
3. Which strait connects the Tyrrhenian Sea and the Ionian Sea? *(Strait of Messina)*
4. What is the name of the gulf which lies between the Scandinavian Peninsula and Finland? *(Gulf of Bothnia)*
5. What is the name of Europe's longest river? *(Volga River)*
6. What are the highlands in south-central France called? *(Massif Central)*
7. What is the name of Italy's largest lake? *(Lake Garda)*
8. What is the name of the mountain range which forms the eastern boundary between Europe and Asia? *(Urals)*
9. What is the name of the sea which separates the British Isles from northwest Europe? *(North Sea)*
10. What is the name of the strait which connects the English Channel to the North Sea? *(Strait of Dover)*
11. What central European mountain range extends in an arc through Poland, Czechoslovakia, southern Ukraine and Romania? *(Carpathians)*
12. What is the name of the southwestern peninsula containing Spain and Portugal? *(Iberian Peninsula)*
13. What is the name of the sea which is between Greece and Turkey? *(Aegean Sea)*
14. What is the name of the lake which forms part of the boundary between Germany, Switzerland and Austria? *(Bodensee/Lake Constance)*
15. In what mountain range do the Rhine, Rhone, Po, and Danube rivers find their sources? *(Alps)*

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PHYSIOGRAPHIC MAP HUNT—ANSWER KEY (2 of 2)

16. Which river forms part of the boundary between Poland and Germany? *(Oder River)*

17. What is the name of the active volcano which towers over the Bay of Naples? *(Vesuvius)*

18. What is the name of the highest mountain in Greece? *(Mt. Olympus)*

19. What is the name of Europe's, as well as the world's, largest sea? *(Mediterranean Sea)*

20. What is the name of the river which connects the city of London with the North Sea? *(Thames River)*

21. Which river runs from the Alps in Switzerland through Liechtenstein, Austria, Germany, France, and the Netherlands to the North Sea? *(Rhine River)*

22. What is the name of the large sea into which the Danube River empties? *(Black Sea)*

23. Which very large lowland extends from the Netherlands across northern Germany, Poland, Lithuania, Latvia, Estonia and Russia? *(Northern European Plain)*

24. Which large island is located in the Atlantic Ocean just below the Arctic Circle? *(Iceland)*

25. What mountain range extends from the Alps to the Strait of Messina? *(Apennines)*

26. What is the name of the boot-shaped peninsula extending into the waters of the Mediterranean and Adriatic Seas? *(Italian Peninsula)*

27. What is the name of Great Britain's largest lake? *(Loch Ness)*

28. Which river leads from Germany through Austria, Czechoslovakia, Hungary, Yugoslavia, Bulgaria, and Romania to the Black Sea? *(Danube River)*

29. What is the name of the southeastern peninsula which contains Albania, Bulgaria, Greece, Romania, and Yugoslavia? *(Balkan Peninsula)*

30. What is the name of the strait connecting the Mediterranean Sea and the Atlantic Ocean? *(Strait of Gibraltar)*

Lesson Five

EUROPEAN CLIMATE

Introduction

This lesson defines climate and examines the various factors that cause and affect climate. Latitude, winds, ocean currents, altitude, precipitation and nearness to land and water are also considered. The lesson concludes with an activity in which students create a human map of Europe.

Objectives

- to use latitude and longitude to map Europe's capital cities
- to identify major determinants of climate in Europe
- to examine the relationships between latitude, longitude, and climate
- to gain insight into the interaction of climate, land forms and natural vegetation

Materials

- An Overhead Projector
- Atlases
- Wall Map of Europe
- Handout 5A, *A Selection of Capitals and Climates of Europe*, per group
- Teacher's Guide 5A, *A Selection of Capitals and Climates of Europe—Answer Key*
- Handout 5B, *Political Map of Europe after 1989*
- Handout 5C, *Map of Precipitation*, optional, per group
- Handout 5D, *Map of Climates*, optional, per group
- Handout 5E, *Silhouettes of European Countries*, one set
- Teacher's Guide 5B, *Silhouettes of European Countries—Answer Key*

lesson five

Time Suggested teaching time for this lesson: 1 to 2 class periods

Suggested Procedure This lesson is broken down into two parts and can be completed in two separate class periods.

Part I

1. Explain that guidelines are drawn around the globe running east and west. They are all parallel to the equator. These lines are called parallels of latitude. They are used to measure distances north and south of the equator. The equator is 0 degrees latitude. The North Pole is 90 degrees north latitude and the South Pole is 90 degrees south latitude.

2. Explain that guidelines are also drawn on the globe running north and south. These lines are called lines of longitude. They are used to measure distances east and west around the globe. Longitude is measured in 30 degree segments. The prime meridian is 0 degrees. It runs through part of England and Africa. The international dateline is 180 degrees east of the prime meridian; 180 degrees west is also the International Dateline. There are 360 degrees around the entire world.

3. Explain that every point on the earth's surface has both a parallel of latitude and a line of longitude. For example, Paris, France is located at 48.6 degrees north latitude and 2.3 degrees east longitude; New Orleans, Louisiana, is located at 30 degrees north latitude and 90 degrees west longitude.

4. Explain that if you know the latitude and longitude of any point on the earth's surface, you will be able to locate it on a map.

5. Divide students in pairs or small groups, and distribute a copy of Handout 5A, *A Selection of Capitals and Climates of Europe*, and Handout 5B, *Political Map of Europe after 1989*, to each group. Have students use latitude and longitude to locate European capitals and their respective countries on their maps and have them list the capitals and maps on Handout 5A.

Part II

1. Explain that there are many factors which affect climate. The most important factor is the earth's position in relation to the sun. Point out that latitude or the distance from the equator affects the climate. The earth's tilt on its axis (23.5 degrees) affects the distribution of heat and light. The parts of the earth tilted away from the sun receive less heat and light. These are the parts that are closest to the North Pole (90

degrees north latitude) and the South Pole (90 degrees south latitude). The parts tilted towards the sun receive more heat and light. These are the parts that are close to the equator (0 degrees latitude).

2. Write the following on the board as you explain that there are other factors that act to moderate the influence of latitude on climate:

• Altitude **• Ocean Currents** **• Wind Currents**

• Nearness to Land and Water **• Precipitation**

Explain that none of these factors works alone, but rather in combination with one another. The moderating factors may themselves be influenced by physiographic features such as mountains. Briefly review how each factor affects climate:

- Temperature falls 3.6 degrees Fahrenheit (2.0 degrees Celsius) for each thousand feet of altitude.
- Cold or warm ocean and wind currents cool or warm the lands they pass by.
- Large bodies of water warm up and cool down more slowly than land. The warm or cool air over the water blows onto the land, raising or lowering the air temperature.
- The amount of moisture in the air or precipitation, such as rain or snow, is as important as temperature in determining climate, land use, and lifestyle.

3. Explain that there is a wide range of climates within Europe. To demonstrate the impact of altitude on climate in Europe, contrast the climate of the Swiss Alps with the plains of Eastern Europe. Ask a student to locate Bern, Switzerland, and Budapest, Hungary, on a wall map. Note that although they are at similar latitudes (Bern is at 46.6N and Budapest is at 47.3N), their altitudes are very different (Bern's altitude is 1,863 feet [568 meters] and Budapest's altitude is 426 feet [130 meters]). As a result, their average temperatures vary greatly, with Bern at an average of 46.4 degrees Fahrenheit (8 degrees Celsius) and Budapest at 51.8 degrees Fahrenheit (11 degrees Celsius).

4. Tell students that the proximity of marine air contributes to the difference in climate between western and eastern Europe. For example, hardly any point west of the former Soviet Union lies more than 400 miles (644 kilometers) from the sea. The ubiquity and warmth of the seas give peninsular Europe a remarkable favorable climate with mild winters, temperate summers, small temperature ranges for the latitude, and generally sufficient and well-distributed

precipitation. On the other hand, as the Northern European and Eastern European plains widens, the climate becomes more continental and is dominated by maritime polar air. To illustrate the effect of maritime air, have students compare the climates of peninsular western Europe and land-locked eastern Europe.

5. The moderating effect of the ocean to Western Europe has been enhanced by the warm currents which flow from the Gulf Stream. The Gulf Stream is the world's largest warm current. It flows north in the Atlantic from the Caribbean and the Gulf of Mexico along the east coast of the United States and across the north Atlantic as far as Spitsberger in the Arctic. It warms the British Isles and all of northern Europe. It becomes the North Atlantic Current as it proceeds to the British Isles and Norway.

   Tell students that the Gulf Stream contributes to the largest positive temperature anomalies on earth during the winter:

   - Off the west coast of Norway between 65 and 70 degrees north latitude, the surface air temperatures average as much as 50 degrees above latitudinal norms.
   - During winter, the sea around the northern tip of Scandinavia remains completely unfrozen.

6. Using Handout 5A, *A Selection of Capitals and Climates of Europe*, and Handout 5B, *Physical and Political Map of Europe*, have students work in pairs or small groups. Their task is to determine which of the factors—latitude, precipitation or altitude—is most important in determining the temperature for that city. Students should consult wall maps and atlases. When the activity has been completed, discuss each city. In some cases it will be difficult to isolate a single responsible factor, which illustrates how all of these elements work together to produce climate.

7. With students still in pairs or small groups, distribute copies of Handout 5D, *Map of Precipitation*, and Handout 5E, *Map of Climates*. Students should refer to an atlas or text to fill in the maps coloring each type of climate or level of precipitation with a different color. Descriptions of climate type and precipitation levels can be found in any atlas. Students should then locate all the cities and physical features discussed in this unit on these maps.

8. To debrief this unit, distribute one silhouette of a European country to each student. Start with the larger countries. Make sure that each student has one silhouette in her/his hands. Tell them that they have to build a human map of Europe. Each student will represent the country whose silhouette is shown on her/his card. When everyone has a card, they should arrange themselves in the appropriate places

to recreate the map of Europe. They will have to work together and find out which country they represent and where they should position themselves in the classroom. Tell them that the front of the classroom will represent the North.

9. When all the students are in their position, ask them to tell the rest of the class which country they represent. Encourage them to come up with ways to express or show certain feature characteristics they know about that country (i.e. relative size, island, etc.) If you have more countries than students, have the whole class point out the position of the remaining countries.

   Note: Students may use any of their maps for this activity. The silhouettes of the countries and the maps are in the same scale.

A Selection of Capitals and Climates of Europe

Use the latitudes and longitudes on this list to locate European capitals. Fill in the blank spaces with the names of the capitals and their countries.

Latitude	Longitude	Capital	Country	Annual Precipitation (in./mm)	Temperature (°F/°C)	Altitude (ft./m)
41.2N	19.5E			47/1189	60/16	294/89
48.2N	16.2E			26.4/660	50/10	700/212
38.5N	9.1W			28.3/708	62/17	363/110
60.2N	24.6E			25.6/641	39/4	191/58
52.3N	13.2E			22.2/556	50/10	165/50
42.5N	23.2E			24.8/622	50/10	1949/588
55.5N	37.3E			23/575	39/4	514/156
44.3N	26.1E			23.1/578	51/11	270/82
46.6N	7.3E			41.1/1028	46/8	1874/568
50.5N	4.2E			31.4/785	50/10	343/104
47.3N	19.0E			25.2/630	51/11	429/130
41.5N	12.1E			29.9/749	60/16	412/125
51.3N	0.1W			23.7/594	50/10	16/5
59.6N	10.4E			29.6/740	42/6	316/96
40.2N	3.4E			17.44/436	57/14	2168/657
55.4N	12.4E			24.08/602	46/8	16/5
64.1N	21.6W			32.2/805	41/5	52/16
48.6N	2.3E			23.4/585	51/11	174/53
52.1N	20.6E			18.8/471	46/8	353/107
44.5N	20.3E			28/701	53/12	435/132
59.2N	17.6E			22.2/555	44/7	36/11
49.4N	6.0E			29.6/740	48/9	1089/330

A Selection of Capitals and Climates of Europe—Answer Key

Latitude	Longitude	Capital	Country	Annual Precipitation (in./mm)	Temperature (°F/°C)	Altitude (ft./m)
41.2N	19.5E	Tirana	Albania	47/1189	60/16	294/89
48.2N	16.2E	Vienna	Austria	26.4/660	50/10	700/212
38.5N	9.1W	Lisbon	Portugal	28.3/708	62/17	363/110
60.2N	24.6E	Helsinki	Finland	25.6/641	39/4	191/58
52.3N	13.2E	Berlin	Germany	22.2/556	50/10	165/50
42.5N	23.2E	Sofia	Bulgaria	24.8/622	50/10	1949/588
55.5N	37.3E	Moscow	Russia	23/575	39/4	514/156
44.3N	26.1E	Bucharest	Romania	23.1/578	51/11	270/82
46.6N	7.3E	Bern	Switzerland	41.1/1028	46/8	1874/568
50.5N	4.2E	Brussels	Belgium	31.4/785	50/10	343/104
47.3N	19.0E	Budapest	Hungary	25.2/630	51/11	429/130
41.5N	12.1E	Rome	Italy	29.9/749	60/16	412/125
51.3N	0.1W	London	United Kingdom	23.7/594	50/10	16/5
59.6N	10.4E	Oslo	Norway	29.6/740	42/6	316/96
40.2N	3.4E	Madrid	Spain	17.44/436	57/14	2168/657
55.4N	12.4E	Copenhagen	Denmark	24.08/602	46/8	16/5
64.1N	21.6W	Reykjavik	Iceland	32.2/805	41/5	52/16
48.6N	2.3E	Paris	France	23.4/585	51/11	174/53
52.1N	20.6E	Warsaw	Poland	18.8/471	46/8	353/107
44.5N	20.3E	Belgrade	Yugoslavia	28/701	53/12	435/132
59.2N	17.6E	Stockholm	Sweden	22.2/555	44/7	36/11
49.4N	6.0E	Luxembourg	Luxembourg	29.6/740	48/9	1089/330

POLITICAL MAP OF EUROPE AFTER 1989

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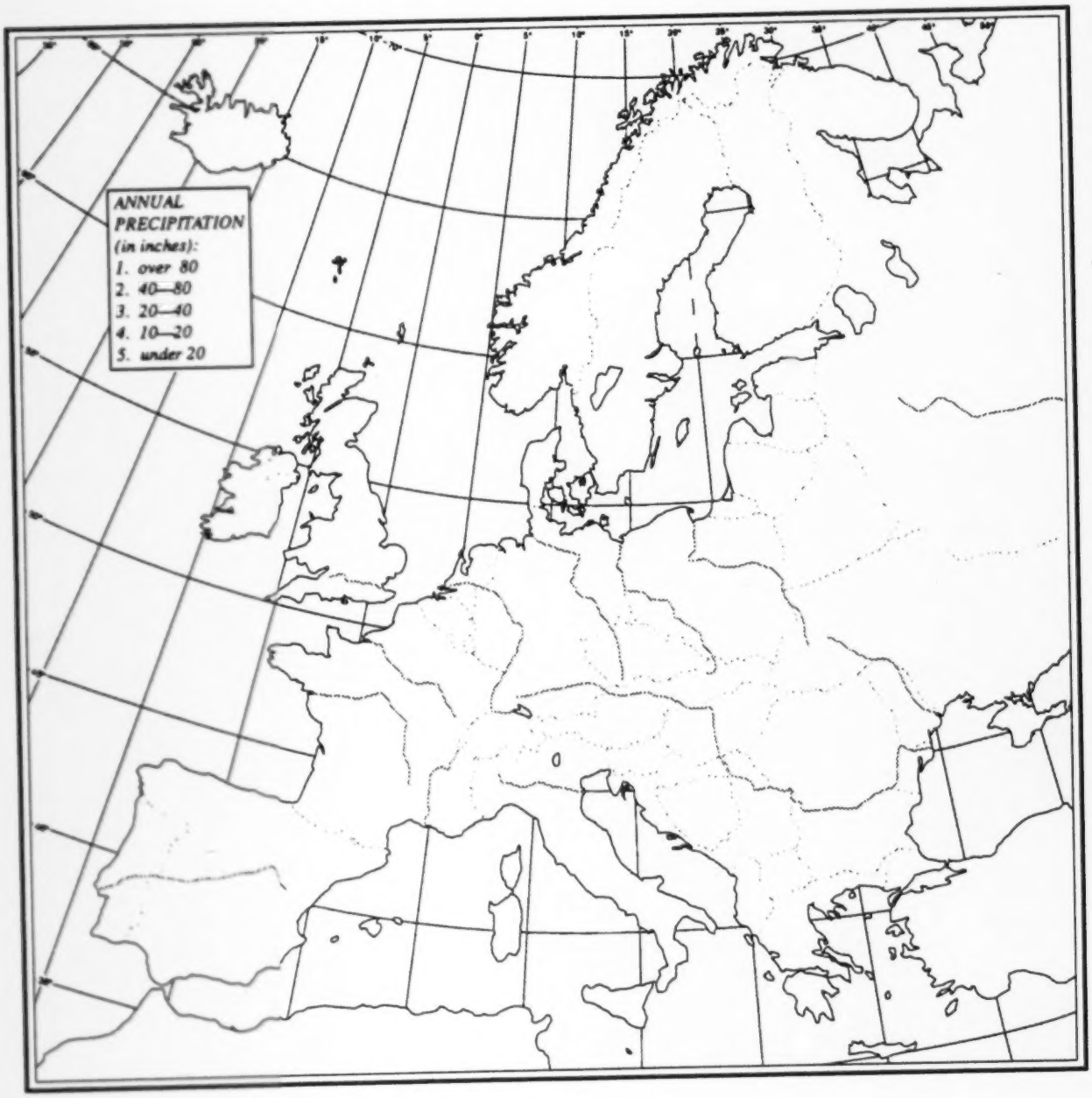
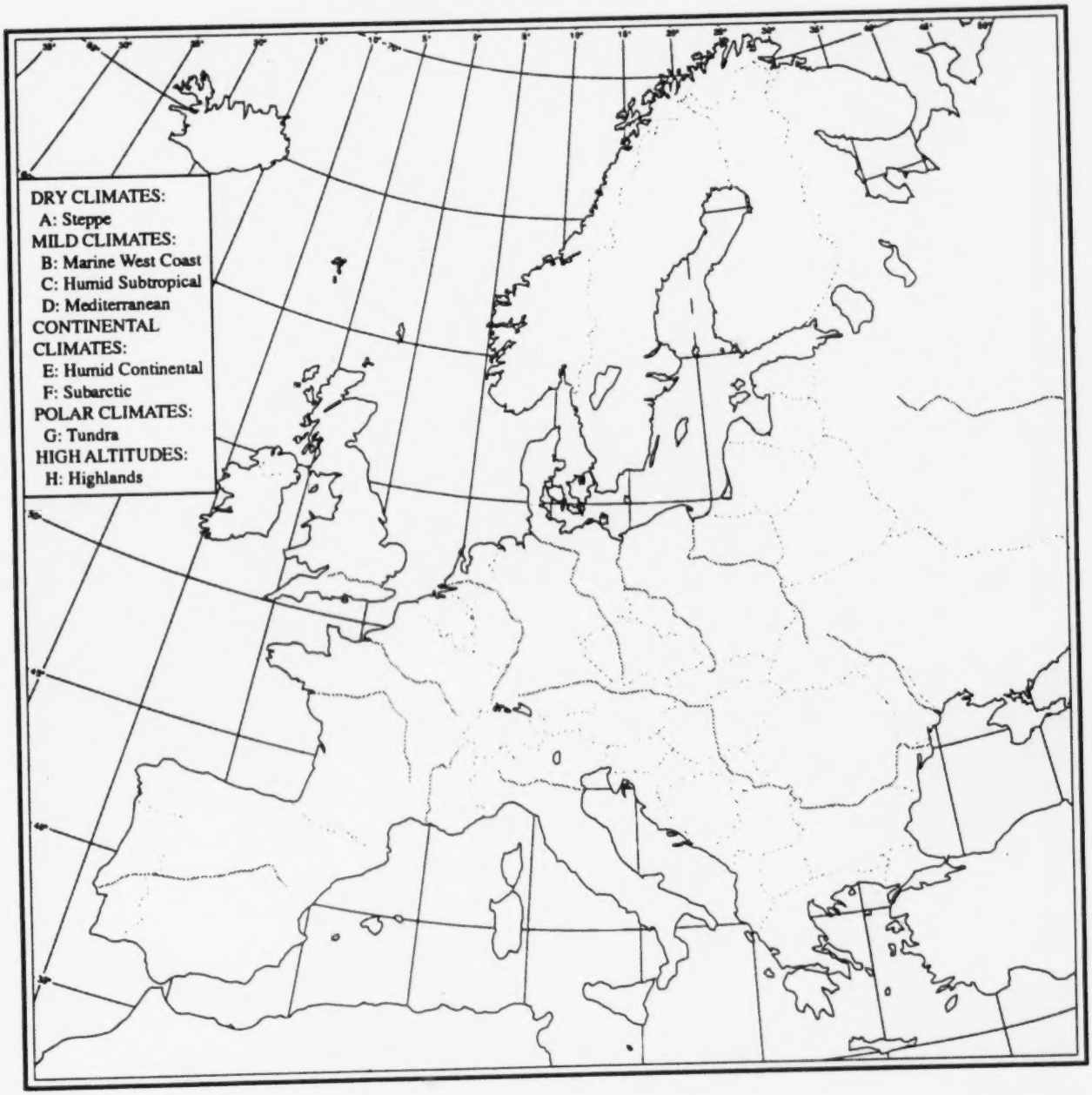
MAP OF PRECIPITATION



MAP OF CLIMATES



66

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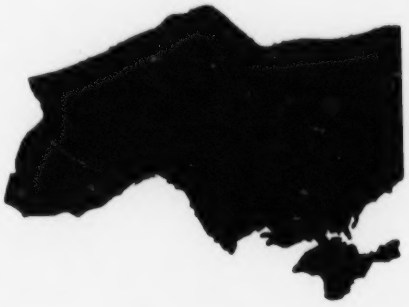
SILHOUETTES OF EUROPEAN COUNTRIES (1 of 6)

Please cut along the dotted lines and paste onto index cards of appropriate size.

1. North

2. North



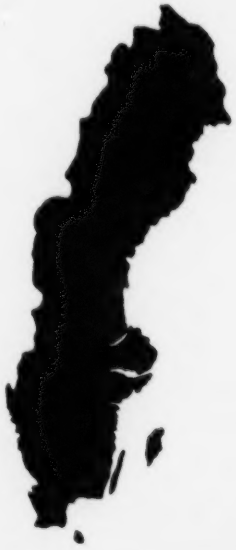
3. North

4. North

SILHOUETTES OF EUROPEAN COUNTRIES (2 of 6)

Please cut along the dotted lines and paste onto index cards of appropriate size.

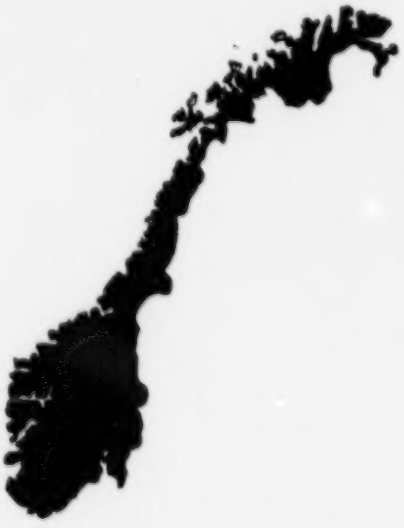
5. North



6. North

7. North

8. North



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SILHOUETTES OF EUROPEAN COUNTRIES (3 of 6)

Please cut along the dotted lines and paste onto index cards of appropriate size.

9. North

10. North

11. North

12. North

SILHOUETTES OF EUROPEAN COUNTRIES (4 of 6)

Please cut along the dotted lines and paste onto index cards of appropriate size.

13. North

14. North

15. North

16. North

17. North

18. North

19. North

20. North

21. North

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SILHOUETTES OF EUROPEAN COUNTRIES (5 of 6)

Please cut along the dotted lines and paste onto index cards of appropriate size.

22. North

23. North

24. North

25. North

26. North

27. North

28. North

29. North

30. North

SILHOUETTES OF EUROPEAN COUNTRIES (6 of 6)

Please cut along the dotted lines and paste onto index cards of appropriate size.

31. North	32. North	33. North
34. North	35. North	36. North
37. North	38. North	39. North

SILHOUETTES OF EUROPEAN COUNTRIES

1. Russia
2. Ukraine
3. France
4. Spain
5. Sweden
6. Germany
7. Finland
8. Norway
9. Poland
10. Italy
11. United Kingdom
12. Romania
13. Byelarus
14. Greece
15. Bulgaria
16. Iceland
17. Hungary
18. Portugal
19. Austria
20. Republic of Ireland
21. Denmark
22. Switzerland
23. The Netherlands
24. Estonia
25. Latvia
26. Lithuania
27. Czech Republic[3]
28. Slovakia
29. Moldova
30. Yugoslavia
31. Bosnia
32. Croatia
33. Slovenia
34. Macedonia
35. Belgium
36. Albania
37. Luxembourg

APPENDICES

CONVERSION TABLES

Linear and Square Measures:

Length	Area
1 meter=3.28 feet	1 square meter=10.76 square feet
1 kilometer=0.62 mile	1 square kilometer=0.38 square mile
1 foot=0.3048 meter	1 square foot=0.929 square meter
1 mile=1.61 kilometer	1 square mile=2.58 square kilometers

Temperatures:

Celsius °C	Fahrenheit °F
40	104
35	95
30	86
25	77
20	68
15	59
10	50
5	41
0	32
-5	23
-10	14
-15	5
-17.8	0
-20	-4
-25	-13
-30	-22
-35	-31
-40	-40

Rules for Converting Temperature:

From °C to °F: $x\,°F = \frac{5}{9}(x-32)°C$

From °F to °C: $x\,°C = \frac{9}{5}x + 32°F$

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DATA BANK[4]

5 Highest Peaks of Western Europe:

Mountain	Height (ft./m)	Country	Mountain Range
Mount Blanc	15,771/4,808	France, Italy	Alps
Monte Rosa	15,203/4,635	Switzerland	Alps
Dom	14,911/4,546	Switzerland	Alps
Liskamm	14,852/4,528	Italy, Switzerland	Alps
Weisshom	14,780/4,506	Switzerland	Alps

5 Highest Peaks of Eastern Europe:

Mountain	Height (ft./m.)	Mountain Range
Mt. Elbrus	18,480/5,634	Caucasus
Shkhara Peak	17,066/5,203	Caucasus
Dykh Peak	16,900/5,152	Caucasus
Koshtan	16,880/5,146	Caucasus
Pushkina	16,730/5,100	Caucasus

Europe's Highest Volcanos:

Volcano (last eruption)	Country	Elevation (ft./m.)
Etna (1990)	Italy	10,902/3,323
Beeren Berg	Norway	7,470/2,277
Askja	Iceland	4,954/1,510
Hekla	Iceland	4,892/1,491
Vesuvius	Italy	4,190/1,277
Stromboli (1989)	Italy	3,083/939
Thira	Greece	1,824/556
Vulcano	Italy	1,637/499

Europe's Largest Islands:

Island	Size (sq. miles)	Size (sq. km.)
Great Britain	84,400	219,000
Iceland	39,700	103,000
Ireland	32,500	84,100
Novaya Zemlaya (north)	18,900	48,900
W. Spitsbergen	15,300	39,500
Novaya Zemlaya (south)	12,800	33,300
Sicily	9,810	24,400
Sardinia	9,190	23,800
North East Land	5,790	15,000
Corsica	3,370	8,720

Europe's Largest Natural Lakes:

Lake	Size (sq. miles/sq. km)	Country
Ladoga	7,000/18,200	Russia
Onega	3,750/9,750	Russia
Venern	2,160/5,616	Sweden
Peipus	1,660/4,316	Estonia
Vattern	740/1,924	Sweden
Saumaa	680/1,768	Finland
Kuriches	630/1,638	Lithuania
Sevan	530/1,378	Armenia
Ilmen	230/598	Russia
Vyg	480/1,248	Russia
IJssel (meer)	470/1,222	The Netherlands
Malaren	440/1,144	Sweden

Europe's Longest Rivers:

River Name	Length (miles/km)
Volga	2290/3,664
Dnieper	1420/2,272
Danube	1170/1,872
Don	1160/1,856
Northern Dvina	1160/1,856
Pechora	1120/1,792
Kama	1120/1,792
Oka	930/1,488
Belaya	890/1,424
Kura	850/1,360
Dniester	840/1,300
Rhine	820/1,312

Europe's Smallest Countries:

Country	Size (sq. kilometers)
Andorra	453
Liechtenstein	160
Malta	316
Monaco	1.9
San Marino	61
Vatican City	0.4

Footnotes

1 Adapted from: The Collins Atlas of World History

2 Sources: ACCESS Resource Guides on *German Unification, Yugoslavia in Crisis, Independence for the Baltic States, The Nationalities Question in the USSR,* and *One Nations Becomes Many–The Access Guide to the Former Soviet Union.* Series Editor: Ronald J. Bee.
ACCESS, 1730 M Street NW, Suite 605, Washington DC 20036

3 At the time of printing it was not sure yet what the two halves of Czechoslovakia would call themselves as independent nations.

4 *The 1991 World Almanac and Book of Facts.* Pharos Books, NewYork, NY, 1990

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